

AAPS Blended Unit Planning Document #2

Grade Level/Content Area

High School/Digital Photography

Unit Title

Portrait Photography - Humans of Ann Arbor

Unit Abstract

A description of the featured unit of study that characterizes the subject matter to be studied and states very generally what students are expected to learn and the types of learning activities that will be conducted to provide opportunities for learning.

Portraiture has evolved from very formal photographs similar to classic oil paintings, to very informal snapshots and even Selfies. Portrait photography can be one of the most challenging forms of photography. Capturing a photo that appears natural and conveys the subject's personality is a skill that takes patience and practice.

A portrait photograph should be a well-planned image that tells us something special about the person(s) being photographed. This could be a person's story, reflect their personality, or catch them in a moment of action. To practice capturing powerful portrait photographs, students will use five subjects to take creative portraits of. They will experiment with various tips and tricks to portrait photography, while mastering the art of photoshop editing. To share their portrait photographs, the class will collaborate with the local "Humans of Ann Arbor" group to share their work with thousands of local Ann Arbor-ian's!

Standards/Benchmarks

Identifying Expectations and Standards helps to ensure curricular alignment.

Are the appropriate goals (ie: content standards, benchmarks, curriculum objectives) identified?

Art.VA.III.HS.1: Analyze and describe the formal characteristics of a work of art or design. **Art History #5**

ART.I.VA.HS.3: Apply organizational principles and functions to solve specific visual arts problems. **Goosechase Activity, Final Series of Portrait Images**

Art.VA.III.HS.3: Critically observe a work of art to evaluate and respond to the artist's intent using art vocabulary and terminology. **Chalk-Talk Critique**

ART.I.VA.HS.4: Be involved in and/or understand the process and presentation of a final product or exhibit. **ePortfolio Reflection**

Essential Questions

A meaning of “essential” involves important questions that recur throughout one’s life. Such questions are broad in scope and timeless by nature. They are perpetually arguable – What is justice? Is art a matter of taste or principles? How far should we tamper with our own biology and chemistry? Is science compatible with religion? Is an author’s view privileged in determining the meaning of a text? We may arrive at or be helped to grasp understandings for these questions, but we soon learn that answers to them are invariably provisional. In other words, we are liable to change our minds in response to reflection and experience concerning such questions as we go through life, and that such changes of mind are not only expected but beneficial. A good education is grounded in such life-long questions, even if we sometimes lose sight of them while focusing on content mastery. The big-idea questions signal that education is not just about learning “the answer” but about learning how to learn. (Wiggins, Understanding by Design)

- Communicating A Person’s Story: *How can I organize my photograph to successfully capture another person’s essence? Their story? Personality? Moment of action?*
- Balance & Space: *What effect does balance have on my portraits? How can I use positive/negative space to make my portraits successful and interesting?*
- Interesting Composition: *In what ways can I arrange elements to create the most interesting and aesthetically pleasing photo composition?*
- Portrait Photography Tips: *Is it boring? Does it help to say something about the subject? What does camera angle communicate?*
- Think about what you are trying to say with the photograph. *Is it just “pretty”, or are you trying to tell the view something?*

Student will know...

Summarizing the key content by setting up knowledge and skill goals for the unit helps designers focus lesson content.

How to use the following tools on photoshop...

- Crop Tool
- Black/White Adjustment Tool
- Brightness/Contrast Adjustment Tool

The following terms:

- Portrait
- Composition
- Balance
- Space (positive, negative VS. foreground, midground, background)
- Communicating Meaning

- Humans of New York

Students will be able to....

Summarizing the key skills goals for the unit helps designers focus lesson content.

- Take a series of Portrait Photographs of five individuals
- Communicate aspects of a person's identity through photography
- Edit a photograph to highlight and emphasize a person

Current Teaching Design*

List every activity that you currently complete in your traditional classroom situation to teach this unit.

To view unit lesson through Google Slides, [click on this link](#).

1. Introduce the "Portrait Photography - Humans of Ann Arbor" project.
2. Show the YouTube clip, "The Art of Portrait Photography" ([YouTube Link](#)) . Stop video after 7 minutes.
3. Art History #5: HONY
 - a. Students will dig into the beautiful portraits of the Humans of New York movement. The main goal for this research, is for students to connect portraiture to storytelling through photography. They will create a PicMonkey collage of images, submitting for assessment on Google.
 - b. What's Due:
 - i. Find 20-30 portrait images that you find interesting, thought-provoking, or aesthetically pleasing. THREE must be "HONY" Images.
 - ii. Create a PicMonkey Collage, saving a screenshot to desktop.
 - iii. Pick your TOP THREE IMAGES
→ For each image....
Write at least one key take-away, statement, keyword, or impactful information you found about the image.
Write which of the "10 Commandments of Composition" the artist is using.
4. "10 Ways to Take Stunning Portraits" ([Article Link](#)).
 - a. Students will take the notes of the following ten techniques discussed in the lecture.
 - i. Alter Perspective
 - ii. Play with Eye Contact
 - iii. Break the Rules of Composition
 - iv. Experiment with Lighting
 - v. Move Subject Out of Comfort Zone
 - vi. Shoot Candidly
 - vii. Introduce a Prop
 - viii. Focus on One Body Part
 - ix. Obscure Part of Your Subject
 - x. Take a Series of Shots

5. GooseChase - Portrait Photography!!!! To practice the ten tips for taking successful portrait photos, students will work in groups to complete ten missions - all with the goal of practicing taking creative pictures of people while stepping outside of their comfort zone!
 - a. "10 Portrait Photography Techniques" - [Games Link](#)
 - b. Students will have 24 hours to complete mission, given time during class and/or after class.
 - c. DISCUSSION: Once game submissions close, look through the completed missions/submissions as a class! Vote on which photograph best represents the mission and award points for the "winner." Important to really focus on the project goals;
 - i. Which photo had the most interesting COMPOSITION?
 - ii. How did this photo use positive/negative SPACE?
 - iii. Is the portrait visually BALANCED?
6. HOMEWORK: students are instructed to take 25-30 portrait images of other people (with interesting composition, spatial relationships, & pleasing visual balance).
7. Editing Work-Time: Students will have five classes of work-time to upload their new images and edit their new images innovatively. The end result will be a series of 10 portrait photographs, telling the story of five individuals. Final image must meet the following requirements:
 - a. Five Subjects, 2 final, edited images for each. One must be in black and white, one must be in color.
 - b. Each photo must be representative of; aesthetic visual weight (balance), pleasing spacial relationships, and creative composition.
 - c. 10 Total Images uploaded to ePortfolio.
8. "Chalk-Talk" Critique: To create another round of discussion and provide more meaningful feedback, I'll facilitate a "Chalk Talk" critique with the entire group. Students will each submit their top 2 portrait photographs to a drop-box on Google Classroom. I'll upload those two images in random (anonymous) order to a Google slide deck. During class, students will all be given a stack of post-it notes. Once the slides with images are displayed, students will observe and write meaningful feedback on their post-it notes, walking them up to the board and sticking them under the photo their feedback is written for. This will continue until everyone's artwork has been critically analyzed! Ideally, this critique would take place on the fourth workday so that students could still make changes/adjustments AFTER the critique based on reflection from their feedback.
9. ePortfolio & Reflection: Students will reflect on their feedback and continue any added editing. They will complete their final product by publishing their work on their digital portfolio page, along with a 2-3 paragraph artist statement. Their work published on their ePortfolio will be summatively assessed.

Models

Recommended models for implementation. (ie flex, station rotation, lab rotation, flipped, individual, A La Carte, enriched virtual)

Current model: Face-to-Face instruction supplemented with technology (computer lab in classroom, students use Google Classroom for resources/to turn-in assignments).

Recommended Model for Implementation: Combination of Flex and/or Rotation (lab rotation).

Instruction and Activities

Based on what you have learned so far what instruction and activities will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? For more support in planning this way, [watch this video](#).

| F2F | Online |
|--|---|
| <p>1. DEMONSTRATE: begin lesson with the following...</p> <ul style="list-style-type: none">a. Example Images shown for inspirationb. Project Requirements copied into sketchbookc. "The Art of Portrait Photography" (YouTube Link) (7:00min) <p>3. LAB ACTIVITY: "10 Ways To Take Stunning Portraits"</p> <ul style="list-style-type: none">a. Notes copied into sketchbook during lecture. | <p>2a. READING, RESEARCHING, BRAINSTORMING: "Art History #5: HONY"</p> <ul style="list-style-type: none">a. Requirements & submit on Google Classroom.b. PicMonkey Collage, 20-30 "Humans of New York" Portraitsc. Analysis: identify a key take-away and composition style. <p>2b: NOTES: Analyze the following articles, taking notes in your sketchbook.</p> <ul style="list-style-type: none">a. Space: "Effective Use of Space In Photography"b. Balance: "Understanding Balance in Photography"<ul style="list-style-type: none">i. Compare & contrast = Formal VS. Informal Balance <p>3. LAB ACT. CONT.: GooseChase Scavenger Hunt!</p> <ul style="list-style-type: none">a. "10 Portrait Photography Techniques" - Games Linkb. 24 hours to complete mission, all online app.c. DISCUSSION when complete. <p>3. LAB ACT. HOMEWORK: Take 25-30 portrait images</p> <ul style="list-style-type: none">d. Interesting composition, spatial relationships, & pleasing visual balance.e. Store photos on Google Drive folder. |

Assessments

Based on what you have learned so far what instruction assessments will students engage with in the face-to-face (F2F) environment? Which will you now move to the online environment? Think about how you balance your assessment strategies (formative and summative).

| F2F | Online |
|---|--|
| <p>4. DISCUSSION: Once game submissions close, look through the completed missions/submissions as a class! Vote on which photograph best represents the mission and award points for the “winner.” Important to really focus on the project goals;</p> <ul style="list-style-type: none">a. Which photo had the most interesting COMPOSITION?b. How did this photo use positive/negative SPACE?c. Is the portrait visually BALANCED? <p>5. ASSESSMENT: Final Portrait Series. Work-time provided during F-2-F time. Students are given five in-class work periods to complete.</p> <p>6. DISCUSSION PART 2: “Chalk-Talk” Critique During day four of work-time, students will participate in a “Chalk-Talk” critique.</p> <ul style="list-style-type: none">a. Submit 2 of best photos to Google Slide deckb. Anonymous feedback written on sticky notes during class, given to students for reflection | <p>5. ASSESSMENT: Final Portrait Series. If student had access to Adobe Photoshop through online computer outside of classroom lab, they could work at their own pace. Many students will need additional time to take more photos.</p> <p>7. ASSESSMENT CONT.: Final Portrait series posted to ePortfolio, Reflective Artist Statement written. Final assessment will come from grading digital portfolio and artist statement.</p> |

Resources

A selected repertoire of high quality resources that would equip a teacher to teach the unit is listed here.

| F2F | Online |
|-----|---|
| | Jimmy Nelson: “Gorgeous portraits of the world's vanishing people” “Humans of Ann Arbor”: Facebook Page “Top 10 Most Famous Portrait Photographers In The World” “Famous Portrait Photographers and Their Photos” Portrait Photography Tips: Resource Library |

TO-DO*

What items must you complete in order to finish the creation of this unit. If any of the items to the right must be modified for online delivery list it here. For example, create a short podcast, find a YouTube video, write a discussion question, re-write directions for an activity so it can take place online.

- Add lesson, resources to google site website
- Finish google site! [\(Here's what I have started\)](#)